

Gender and peace reading-course syllabus - Fall 2023

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Course Description

Applying a gender lens to peace and justice exposes social and political forces that can hinder progress, and bring to light potentialities and resources that remain untapped. The study of peace and justice is incomplete without such a lens, as understanding gender and its relation to conflict and peace is critical to dismantling systems of oppression and building more sustainable peace in societies. In this reading group, students will embark on a collective and interactive learning journey that examines development, security, capitalism, and art activism through a gender lens. Students will be encouraged to apply a gender lens to the topics and work they are most interested in. The reading group will adhere to feminist theory principles that prioritize lived experiences, embrace the critique of long-held systems and structures, and are concerned with the intersections of sex, gender, race, discrimination, equity, and choice. Discussions will be open, informal, and a chance to learn from the experiences of students, faculty, and guest speakers. Above all, this course will enable students to uncover truths and interrogate the gendered dimensions of conflict, activism, and social change for a more complete understanding of contemporary peace and justice challenges.

Learning Objectives

Students will be able to:

1. Develop a gendered understanding of widespread political and economic processes in different contexts
2. Critically evaluate contemporary peace and justice efforts through a gender lens
3. Apply a gender lens to their own interests relating to the field

Course Requirements and Grading

This course is pass-fail. You will be expected to do the reading, reflect, attend the meetings, and contribute your own thoughts and insights. Please expect to spend about two hours reading and preparing for each session (total 8 hours), excluding time spent on your final project. The first part of each class will be spent summarizing and interpreting the assigned readings as a group, followed by in depth discussion. This is a discussion-driven course, and formal lectures or lesson plans will not be prepared, so please come prepared to participate and play an active and constructive role in our group's mutual growth. To facilitate this, please come to each session with: (1) three questions you'd like the group to discuss based on the reading; (2) three passages/snippets of text you'd like us to discuss. If we all come so prepared, we'll have all the seeds we need for a very fertile discussion.

¹ *This syllabus was developed and the single credit course was taught by Dr. May Farid at the University of San Diego Joan B. Kroc School of Peace Studies for the Fall 2023 semester.*

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To pass the course, students must:

- Attend all 4 class sessions
 - Students may work with me on a case-by-case basis to determine a reasonable way to make up a missed session.
- Attend 2 gender-related events on campus
 - Other events (such as off-campus) may be approved on a case-by-case basis.
- Complete the final project

Norms for Discussions

This is a professional degree program, and you are expected to treat your classmates and professors professionally – after all, they will shortly be your colleagues in the peacebuilding field. Nowhere will this be more important than in our discussions. The latter are intended to be helpful, and you are encouraged to critique the ideas of the readings and your peers (and professors) in respectful, constructive, and professional terms. In our interactions, please try to keep the Charity Principle in mind: When listening to a speaker, interpret ambiguous statements in the most generous and least offensive way possible. Do not seek to take offense for the sake of occupying a moral high ground, or look for the most nefarious possible interpretation of what they have said. In responding to arguments, even if an argument was not articulated as well as it could have been, try to respond to the strongest possible version of that argument that could have been made. You will find that your own arguments will be all the stronger and more persuasive for it. Try also to adopt a posture of intense curiosity, making the goal more to understand your classmate's position than to win a debate. Remember that to truly understand someone's argument does not mean you have to agree with it. Finally, it is a lot easier to learn from others if you adopt a posture of intellectual humility, remembering the importance of questioning everything you think you know, and avoiding the seductions of final answers and absolute certainty. Try to see the complexity in everything and cultivate your tolerance for ambiguity. Finally, this course in particular may tread on some treacherous terrain; let's help each other through it rather than playing "gotcha." We will adopt our own version of the "Chatham House Rule," which means that you should not attribute statements that students have made inside of class to anyone outside of class.

Final Project

Students will each choose a case of interest and work to apply a gender lens to it. Students may write an academic essay, or utilize other artistic talents (write a blogpost, record a podcast, make an artistic creation). Further details and requirements will be developed in partnership with the class, during our first session.

Books to Purchase

No books will need to be purchased for this course. All readings will be provided via blackboard or on the syllabus.

Timetable

Date	
Sept 15	<i>Gender, Capitalism, and Development</i> Readings • Capitalism and Patriarchy are Inseparable, article, <i>The Gazelle</i>, 2021. (5 min read) • Feminism for the 99 Percent, podcast episode, <i>Upstream Podcast</i>, 2021. (58 min listen) • The Gender Effect: Capitalism, Feminism, and the Corporate Politics of Development, book review, <i>Philanthropy News Digest</i>, 2018. (10 min read) • Kalpana Wilson, "Towards a radical re-appropriation: Gender, development and neoliberal feminism." <i>Development and change</i> 46, no. 4 (2015): 803-832. (~1 hour read) Topics • Intros and class logistics (30 mins) • Watch short video • Possible guest speaker (30 mins) • Gender and capitalism (45 mins) • Gender and development (45 mins)
Sept 29	<i>Gender and Security</i> Readings • The Cost of Ignoring Gender in Conflict and Post Conflict Situations: A Feminist Perspective, p. 4-19, Nadine Puechguirbal (this week's guest speaker!) • Syrian women resist peace table patriarchy, ch 2 (p. 24-47), <i>The Big Push</i>, by Cynthia Enloe (available through your USD google account) • "Queering Women, Peace and Security." <i>International Affairs (Royal Institute of International Affairs 1944-)</i>, vol. 92, no. 2 (2016): 313-332. By Jamie Hagen • Weathering Two Storms: Gender and Climate in Peace and Security p. 6-10, <i>UN DPPA</i> Reference • Gender Analysis Toolkit, toolkit, <i>Saferworld</i>, 2016.

Nov 3	<i>Feminist Artivism (and Activism)</i> <i>We will be meeting OFF CAMPUS. See email for details</i> Readings • How feminist artivism and social media inspires change in gender norms, blog, <i>ALIGN</i>, 2022. (short read) • Hostile Terrain 94 ◦ An example of an art installation sponsored by the Undocumented Migration Project. Browse through. • Forum Theater Performance, Ted Talk, 18 mins. • https://youtu.be/AXz4XPuB_BM - from Antonia Read at least one of these two, be prepared to summarize: • Aladro-Vico, E. et al. "Artivism: a new educative language for transformative social action." <i>Comunicar: Media Education Research Journal</i>, vol 26, no. 57 (2018): 9-18. • Curtis, Reid, & Reeve. "Towards ecological sustainability: observations on the role of the arts." <i>SAPIENS</i>, vol, 7, no. 1 (2014): 1-15. <i>Optional:</i> • Jiménez-Aceituno, et al. "Social Theatre as a Tool for Environmental Learning Processes: A Case Study from Madrid, Spain." In book: <i>Across the Spectrum Resources for Environmental Educators</i>. (2016): 282-296.
Nov 17	<i>Applying a Gender Lens: Final Projects</i> Readings • Showing Not Telling, journal article, <i>International Feminist Journal of Politics</i>, 2018. (written by our guest speaker!) SHORT READ • Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies, journal article, <i>A Journal of Lesbian and Gay Studies</i>, 2010. <i>Come to class with your completed final project and ready to present to the class/any audience members. Feel free to invite friends!</i>